

## Resources

### ASHA

- Position Statement: Roles and Responsibilities of Speech-Language Pathologist with Respect to Reading and Writing in Children and Adolescents  
<http://www.asha.org/policy/PS2001-00104.htm>
- Position Statement: Roles and Responsibilities of Speech-Language Pathologists in Schools  
<http://www.asha.org/policy/PS2010-00318.htm>

### Articles/Journals

- Anthony, JL, et. al. (2011) What factors place children with speech sound disorders at risk for reading problems? *American Journal of Speech-Language Pathology*, Vol. 20, 146-160.
- Aram, D., Abiri, S., and Eland, L. (2014) Predicting early spelling: the contribution of children's early literacy, private speech during spelling, behavioral regulation, and parental spelling support. *Journal of Reading and Writing*. Vol. 27, Issue 4, pp. 685-707
- Bailet, L. L., et al (2013) Emergent Literacy Intervention for Pre-kindergarteners at Risk for Reading Failure: Years 2 and 3 of a Multiyear Study. *Journal of Learning Disabilities*, 46:133  
<http://ldx.sagepub.com/content/46/2/133>
- Burt, J. S. (2006) What is orthographic processing skill and how does it relate to word identification in reading? *Journal of Research in Reading*. 24, 4, 400-417
- Dreyer, L. G. and Katz, L. (1992) *An Examination of "the Simple View of Reading"* Haskins Laboratories Status Report on Speech Research, SR-11/112, 161-166
- Justice, L. M., Invernizzi, M. A., and Meier, J. D. (2002) *Designing and implementing an early literacy screening protocol: Suggestions of the speech-language pathologist*. *Language, Speech, and Hearing Services in Schools*, 33, 84-101. Cited by RTI Action Network.
- Li, J., Cutting, L.E., Ryan, M., Zilioli, M., Denckla, M.B., & Mahone, E.M. (2009). Response variability in rapid automatized naming predicts reading comprehension. *Journal of Clinical and Experimental Neuropsychology*, 31, 877-888.
- Mehta, P., Foorman, B.R., Branum-Martin, L., and Taylor, P.W. (2005). *Literacy as a unidimensional construct: Validation, sources of influence, and implications in a longitudinal study in grades 1 to 4*. *Scientific Studies of Reading*, 9(2), 85-116

- Overby, et. al. (2012) *Preliteracy speech sound production skill and later literacy outcomes: a study using the Templin archive*. Language, Speech, and Hearing Services in Schools. Vol. 43, 97-115.
- Snowling, M. J., Bishop, D. V. M. and Stothard, S. E. (2000) *Is pre-school language impairment a risk factor for dyslexia in adolescence?* Journal of child Psychology and Psychiatry, 41, 587-600.
- Snowling, M. J. and Hume, C. (2012) *Interventions for children's language and literacy difficulties*. International Journal of Language and Communication Disorders, 47, No. 1, 27-34.
- Sun, L. and Wallach, G. P. (2014) *Language Disorders are Learning Disabilities: Challenges on the Divergent and Diverse Paths to Language Learning Disability*. Topics in Language Disorders, Vol. 34, No. 1, 25-38.
- O'Brien, B. A., Wolf, M., and Lovett, M. W. (2012) *A taxometric investigation of developmental dyslexia subtypes*. Dyslexia, Vol. 18, No. 1.
- Van Viersen, S., Kroesbergen, E. H., Slot, E. M. and de Bree, E. H. (2014) *High Reading Skills Mask Dyslexia in Gifted Children*, J Learn Disabilities
- Wolf, M. and Bowers, P. G. (1999) *The double-deficit hypothesis for the developmental dyslexias*. Journal of Educational Psychology, Vol. 91(3), 415-438.
- Wolf, M., et. al. (2002) *The second deficit: An investigation of the independence of phonological and naming-speed deficits in developmental dyslexia*. Reading and Writing. Volume 15, Numbers 1-2, 43-72.
- Wolff, U. And Lundberg (2002) *The prevalence of dyslexia among art students*. Dyslexia. Jan-Mar;8(1):34-42.
- IDA: "DYSLEXIA IN THE CLASSROOM: WHAT EVERY TEACHER NEEDS TO KNOW." <http://eida.org/dyslexia-in-the-classroom/>

### Assistive Technology:

- <http://bdmtech.blogspot.com>
- <http://www.atdyslexia.com/assistive-technology/>
- [www.LearningAlly.org](http://www.LearningAlly.org)
- [www.bookshare.org](http://www.bookshare.org)
- Text to speech: [www.claro-apps.com](http://www.claro-apps.com)

### Dyslexia/Reading Disabilities Laws

- PL 2013 c. 105 Professional Development  
<http://www.njleg.state.nj.us/2012/Bills/AL13/105 .HTM>
- PL 2013 c. 131 Dyslexia Definition  
<http://www.njleg.state.nj.us/2012/Bills/AL13/131 .HTM>
- PL 2013 c. 210 Dyslexia/Reading Screener  
<http://www.njleg.state.nj.us/2012/Bills/PL13/210 .HTM>

### Early Warning Signs

- Anthony, JL, et. al. (2011) What factors place children with speech sound disorders at risk for reading problems? *American Journal of Speech-Language Pathology*, Vol. 20, 146-160.
- [www.asha.org](http://www.asha.org)
- <http://www.dys-add.com/dyslexia.html>
- <http://eida.org/fact-sheets/>
- [https://go.learningally.org/wp-content/uploads/2015/02/LA\\_PotentialIndicators\\_Teachers\\_R.pdf](https://go.learningally.org/wp-content/uploads/2015/02/LA_PotentialIndicators_Teachers_R.pdf)

### General Websites

- [www.asha.org](http://www.asha.org)
- [www.childrenofthecode.org](http://www.childrenofthecode.org)
- [www.decodingdyslexianj.org](http://www.decodingdyslexianj.org)
- <http://www.dys-add.com>
- [www.fcrr.org](http://www.fcrr.org)
- [eida.org](http://eida.org)
- [www.ldonline.org](http://www.ldonline.org)
- [www.readingrockets.org](http://www.readingrockets.org)
- [www.schwablearning.org](http://www.schwablearning.org)
- [www.spell-links.com](http://www.spell-links.com)
- [www.njida.org](http://www.njida.org)

### Literacy App Resources:

- <https://www.understood.org/en/tools/tech-finder>
- [http://dyslexia.yale.edu/TECH\\_ipad.html](http://dyslexia.yale.edu/TECH_ipad.html)
- <http://www.readingrockets.org/teaching/reading101/literacyapps>

### Multisensory Structured Language Based Instruction

- [www.ldonline.org/article/6332/](http://www.ldonline.org/article/6332/)
- <http://eida.org/multisensory-structured-language-teaching/>
- Matrix of Multisensory Structured Language Programs:  
<https://app.box.com/s/ume7t8rrbgpb7h4z2jhq57y4xbyxt8jt>

## Parents

- IDA Dyslexia: What Every Family Should Know  
<http://eida.org/ida-dyslexia-handbook>
- Getting Your Child Ready for Reading and Writing  
<http://www.asha.org/uploadedFiles/Getting-Your-Child-Ready-Reading-and-Writing.pdf>

## Phonology/Phonemic Awareness:

- [http://www.fcrr.org/for-educators/prek\\_cca.asp](http://www.fcrr.org/for-educators/prek_cca.asp)
- [www.lindamoodbell.com](http://www.lindamoodbell.com)
- <http://www.speech-language-therapy.com>

## Reading Terminology

- Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, Maryland: Paul H. Brookes Publishing Co.
- National Reading Panel (2000). *Report of the National Reading Panel: Reports of the subgroups*. Washington, DC: U.S. Department of Health and Human Services, National Institute of Health.

## Reading Fluency

- [www.greatleaps.com](http://www.greatleaps.com)
- [www.readnaturally.com](http://www.readnaturally.com)
- Quick! Talk Fast & Don't Stutter  
<http://leader.pubs.asha.org/Article.aspx?articleid=1885600>

## References/Books

- ♦ Berninger, V. W. and Wolf, B. (2009) *Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science*. Baltimore, MD: Brookes Publishing.
- ♦ Catts, H. W. & Kamhi, A. G. (2005) *Language and Reading Disabilities, Second Edition*. New York: Pearson Education, Inc.
- ♦ Moats, L. C. (2010) *Speech to Print: Language Essentials for Teachers, Second Edition*. Baltimore, MD: Brookes Publishing.
- ♦ Moats, L. C., & Dakin, K. E. (2008). *Basic Facts about Dyslexia and Other Reading Problems*. Baltimore, MD: The International Dyslexia Association.
- ♦ Moats, L. C., Dakin, K. E. & Joshi, R. M. (2012) *Expert Perspectives on Interventions for Reading*. Baltimore, MD: The International Dyslexia Association.
- ♦ Nelson, N. W. (2010) *Language and Literacy Disorders: Infancy through Adolescence*. New York: Allyn and Bacon.
- ♦ National Institute of Child Health and Human Development (April 2000) *Report of the National Reading Panel: Teaching Children to Read*
- ♦ Shaywitz S. (2003) *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. New York: Knopf
- ♦ IDA: *Expert Perspectives on Interventions for Reading: A Collection of Best-Practice Articles from the International Dyslexia Association*

## Screenings:

- Justice, L. M., Invernizzi, M. A., and Meier, J. D. (2002) *Designing and implementing an early literacy screening protocol: Suggestions of the speech-language pathologist*. *Language, Speech, and Hearing Services in Schools*, 33, 84-101. Cited by RTI Action Network.
- <http://www.aimsweb.com>
- <https://dibels.uoregon.edu>
- Mississippi Screener: [www.lexercise.com/forclinicians/mississippi-dyslexia-screener/](http://www.lexercise.com/forclinicians/mississippi-dyslexia-screener/)
- National Center on Response to Intervention: [www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-preschool-and-kindergarten](http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-preschool-and-kindergarten)
- PALS: [https://www.palsmarketplace.com/store/pals\\_1\\_3](https://www.palsmarketplace.com/store/pals_1_3)
- PAR: [www.redesetgrow.com](http://www.redesetgrow.com)

**Teachers:**

- Accommodations  
<http://eida.org/dyslexia-accommodations-how-to-know-what-your-child-needs/>
- Dyslexia in the Classroom: What Every Teacher Needs to Know  
<http://eida.org/dyslexia-in-the-classroom/>

*Karen T. Kimberlin MS CCC-SLP  
Amy J. Hadley, Ed. D., CCC-SLP  
Last updated 05/29/2015*